

Fair share pledge for adults

by Maggie Richards

A hope that adult education will now begin to recover from the effects of local education authority economies has been expressed by Mrs Shirley Williams, Secretary of State for Education and Science.

In a letter to the new Advisory Council for Adult and Continuing Education Mrs Williams says the service should not be asked to bear more than its fair share of cuts.

Mrs Williams's comments follow a statement issued by the new advisory council in January, which claimed that the recent curbs on local authority spending had had a particularly damaging effect on adult education.

The statement said there was clear evidence that the level of provision had declined drastically in some areas, and that sharp increases in tuition fees had caused a widespread reduction in enrolments. It also pointed out that the high fees had a disproportionate effect on those less able to pay, including many who were educationally and socially disadvantaged.

It added: "It should be realised that adult education is dependent, perhaps more than most other parts of the education service, on continuity, and on evidence of genuine commitment to it on the part of all those, both lay and professional, who are involved. It should not be regarded as something which can be turned off, almost like a tap, when funds are short and easily turned on again when finances improve."

In her reply to Dr Richard Rogers, the advisory council's chairman, Mrs Williams says: "I am glad to have this chance of reiterating that I value the contribution adult education makes to the life of the community and I am sorry that its development, and that of other sectors, has been held back by the crucial need to curtail public expenditure. While I appreciate the difficult decisions facing local education authorities on the allocation of limited resources, it is not my wish that adult education should be asked to bear more than a fair share of any necessary economies."

Mrs Williams goes on to point out the recent DES circular on adult education fees and the decision to include within the rate support grant a sum designed to sustain work in adult literacy tuition.

"From this adult education should develop on a firm footing to continue to meet the general education needs of adults," she adds.

The letter was read to the advisory council at its second meeting—a two-day conference in Oxford—last week.

At the meeting members also

agreed to the formation of several committees to examine various aspects of the council's work. Mr Billy Hughes, principal of Ruskin College, Oxford, is in charge of one of the groups which will prepare an advisory council reply to the DES discussion document *Higher Education for the 1990s*.

Another committee, under the direction of Mr Richard Freeman, director of the National Extension College at Cambridge, will be preparing advice in advance of the Government's response to the continuing education proposals contained in the Aunton Report on broadcasting.

Two further committees have been established to clarify the council's priority areas for study. One, chaired by Mrs Naomi McIntosh of the Open University, will consider the council's long-term objectives. The other, headed by Miss Jeanne Disgout, chairman of Dorset's education committee, will investigate more immediate priorities.

US scrutiny offer to engineering departments

by Robin McKie

Science Correspondent

Engineering departments at British universities are to be offered the chance to be scrutinised according to United States academic standards.

A tentative approach on these lines was made in the Hamilton committee this week by Mr David Reyes-Guerra, executive director of the Engineers' Council for Professional Development in the United States. The Council, an independent body made up of professional engineers and academics, is responsible for accrediting United States engineering courses that measure up to certain minimum standards.

Mr Reyes-Guerra said he believed this system kept departments in their toes, constantly updating their teaching with modern knowledge and techniques, and was responsible for helping United States industry to keep ahead of most other countries.

The process of accrediting courses is carried out by a ECPD team made up of a chairman, an assistant and an expert in each of the courses offered by a college. After a three-day visit to the various engineering departments, they then prepare a report accrediting courses for a maximum of six years if they have maintained acceptable standards. If a course has dropped in quality, however, the team will give its stamp of approval for only two years, during which the department must raise standards or lose its accreditation in the next visit.

In Britain it is felt that one anonymous university after another engineering departments to alter courses and degrees which fall below acceptable standards for potential employers.

A visit from a team from his country would greatly benefit a United Kingdom department, Mr Reyes-Guerra said. However, he stressed that it would not be a rating United Kingdom engineering standards with those in the United States, but would be

attempting to show the heads outside scrutiny to the United States. He told this week's meeting of the Council that the United States welcomed the chance to have courses examined by experts who would otherwise be impossible to get. Each visit only \$600 for each member of the team and this is charged to the university.

Other speakers at the meeting, which cost the institution more than £4,000, 10 per cent of which is paid by the Department of Industry, represented various councils responsible for the registration of engineers in other countries. They included Mr Alan Cogan, Canada; Mr Morton Rice, the United States; and Mr Kruger, from South Africa, who stressed the need for independent bodies to carry out registration.

At present, the EEC is in the process of setting up a body to regulate the standards of qualifications and rules of professional conduct. This would involve maintaining a register of qualified persons and would carry a distinctive stamp served to them by law.

However, the EEC believes training should be carried out by a special public institution. This would involve a number of public engineers, but not directly to the institutions.

Mr Kruger, chairman of the EEC, said that the EEC had been set up by the American Council for Engineering Education, and that it had been set up to ensure that the standards of engineering education in the United States were maintained.

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Vyas case judge rebukes local authority for interfering

by Peter Davill

A local authority has been rebuked by a High Court judge for "unjustified" interference in the academic affairs of its own polytechnic. The criticism came this week from Mr Justice Slade during a review of the "new and complex" events on the social work course at North East London Polytechnic which was threatened with closure last year following the rejection of an applicant employed by the maintaining borough of Newham.

He said his ruling involved a new and important point of law in that it established the jurisdiction of the courts to ensure that universities and polytechnics, although they were not judicial bodies, conducted themselves fairly.

Mr Justice Slade said a resolution passed in July by the Joint Education Committee, threatening to close the course and dismiss its staff unless the Newham council agreed to a new applicant, was an interference with the academic affairs of the polytechnic which should have been left to the academic board and the director.

Referring to Newham's role he said: "The borough at least must these proceedings beget, seems to me to have shown an inadequate appreciation of the need for the polytechnic to be left free to exercise with integrity and independent judgment the autonomy which is its right in assessing the suitability of candidates for a course which leads to an important professional qualification."

The judge criticised Mr George Broun, the polytechnic director, and Alderman Arthur Edwards, the chairman of governors, for their "disturbing" support of the JEC resolution, both had to bear a share of personal responsibility for the events which brought the case to the High Court, he said.

But he also ruled that Mr Suresh Vyas, the Newham education welfare officer of the centre of the affair, had not been given a fair hearing by the polytechnic when he applied for a place on the Certificate of Qualification in Social Work course. It was Mr Vyas's third attempt to gain a place on the course, and his previous rejections had given rise to a history of disputes between academic staff and the local authorities maintaining the polytechnic about whether brought staff should be allowed to "jump" the queue.

The judge said the tutor who interviewed Mr Vyas had wrongly decided to discuss the dispute with him, leaving Mr Vyas bewildered and depressed during a panel interview shortly afterwards.

The High Court action had been brought by the Central Council for Education and Training in Social Work, which claimed that Mr Vyas's subsequent enrolment on the course was "an exercise in bad faith" in spite of his rejection by course staff, inflicting the council's training rules.

The judge agreed that the enrolment through administrative action by the polytechnic director had been improper. Since Mr Vyas had neither been fairly rejected nor properly enrolled, his application was still pending, he concluded. The judge ordered the polytechnic and the CCETSW to agree on a method of giving him another hearing.

Students' view, page 7

Mergers hit some college dons' income

by Judith Judd

College of education lecturers whose institutions merge with universities will be worse off than their colleagues who join other colleges, the lecturers' union has told the Department of Education and Science. The National Association of Teachers in Further and Higher Education and the Association of University Teachers have asked the department to intervene.

Under the present arrangements, lecturers going into colleges in the public sector as a result of cuts in teacher training places have their salaries safeguarded. This means that they not only receive the same salary and status but they also continue to move up the scale as they would have done if they had stayed in the same job.

These safeguarding provisions do not apply to lecturers in the eight colleges which the DES has agreed should merge with universities.

Senior staff in colleges are going to be on a university lecturer scale depressed because of the pay anomaly. Though the difference between salaries will be paid they will not continue to be treated as senior lecturers and the money is not sufficient to cover the loss of status.

Mr John Bown, assistant general secretary of NATFHE, said: "We want a scheme which would give some kind of equivalent safeguarding for people going into universities."

One such scheme has already been negotiated at Loughborough where a salary supplement has been agreed to provide a more flexible form of compensation than is normally available.

Mr Gaskin, Minister of State for higher education, told the NATFHE and AUE representatives that he was sympathetic but could build on no hope of more money or of an arrangement similar to Loughborough's.

Oakes drops hint of White Paper

A strong hint that a White Paper on the future of higher education may soon follow the recently published consultative document has come from Mr Oakes, Minister of State for Higher Education.

Answering criticisms of the paper in consultations over the discussion paper, Mr Oakes told a conference at the Open University on Tuesday: "We are looking not so much to the production of a Green Paper, but to the production of a White Paper."

Conference report page 3

Old economic pipe-dream flows again

by Robin McKie

Science Correspondent

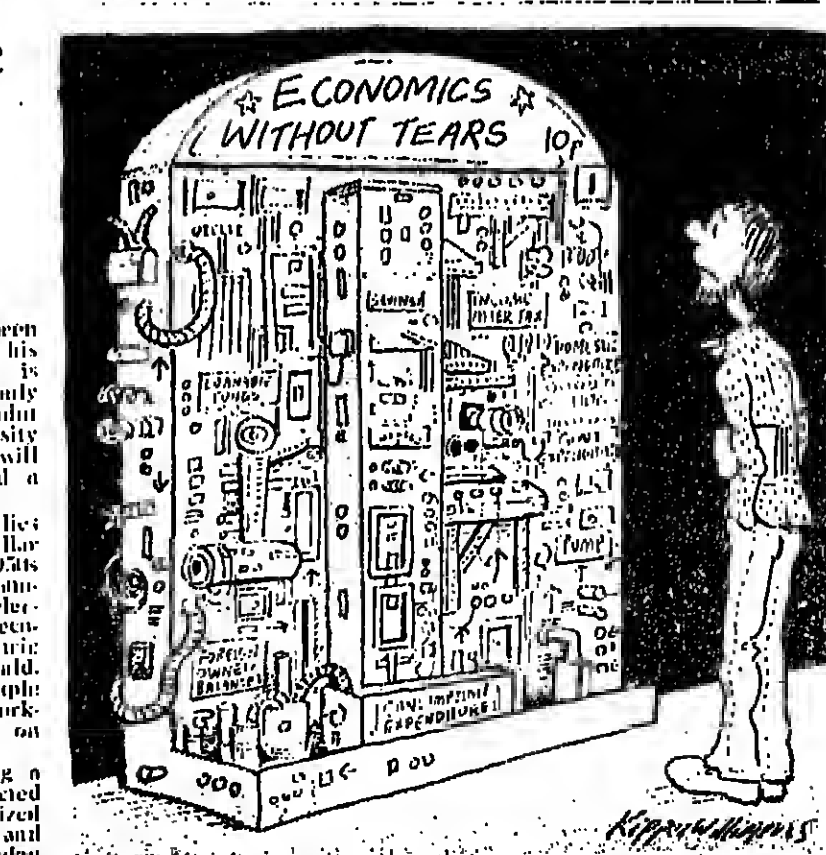
South Robinson would have been proud. A perfect example of his laboratory creation, it is a pipe-dream which is as old as the hills and well on its way to being a reality. And thanks to a joint venture by two London university colleges even this humble aim will be met, if they can only find a way big enough for transport.

At the heart of the matter lies the Phillips machine, a peculiar device built in the early 1950s for the London School of Economics by William Phillips, economist, wizard and eccentric. It is a machine which would create the new Robinson world. The machine has only one simple operation—it simulates the entire working of the economy and runs on coloured water.

The machine was built using a 1950s fan from a friend, constructed out of valves and tubes cannibalised from old Lancaster bombers, and put together in a small London house.

It is functions, national in scope, is shown as water flowing through a complex system of tubes, valves and vessels. Savings, split off from consumption to return later as investment, imports cascade away to reappear (theoretically) as exports; a plug here leaks the supply of money, and a tap there freezes the exchange rate. Simple.

On the strength of his unique creation, Phillips was appointed a few years of remarkably rapid promotion was appointed twice. In 1971, however, there was an end to the machine's life. It was too big to fit in the house, and too expensive to run. It was sold to the Imperial College, but the problem of its maintenance was too big for the college to handle.



Phillips' machine, a peculiar device built in the early 1950s for the London School of Economics by William Phillips, economist, wizard and eccentric.

Unfair dismissal alleged at Sheffield

A Marxist lecturer at Sheffield University has been recommended for dismissal after failing to pass through the efficiency bar, where he had been held for six years. The university's staff faculty board has endorsed a confidential report from the Staff Reviewing Committee recommending the dismissal of Mr Michael McCulligan, a lecturer in Germanic studies.

This week Mr Anthony Ableser, chairman of the Council for Academic Freedom and Democracy, who has been supporting Mr McCulligan, said the case could set a very serious precedent. He said that the case could set a very serious precedent. He said that the case could set a very serious precedent.

decision had nothing to do with Mr McCulligan's political beliefs and had been made on academic grounds.

One of the external assessors questioned the report said: "That he approaches literature with a Marxist bias cannot in itself be held against him, since we all approach questions with some sort of bias; what does constitute a barrier in this investigation is the unquestioning acceptance of certain statements, notably here by Engels."

The arts faculty recommendation was due to go before the senate this week.

Mr McCulligan said: "It seems to me the academic grounds for this are so flimsy. I have observed the normal minimum research requirements, and in fact exceeded them, with two papers published and a translation accepted. It seems to me there is more in this matter. I suspect it is political. There is no valid reason."



A photographic study of life within a Staffordshire farming community will form part of an exhibition which opens next week at the Southampton University photographic gallery. This print by Judy Harrison, photography fellow at the university is one of a series which highlights the lifestyle of farmers and their environment.

NELP bar on self financing students in arrears

North East London Polytechnic this week refused to admit 97 self-financing students for the summer session because they have failed to pay full fees for last term.

The polytechnic, which has paid out £46,000 in hardship fund subsidies this academic year, barred the students despite a strong protest from the National Union of Students. More than 80 per cent of the rejected students are from overseas.

The NUS claims that it will cost the polytechnic £5,000 to meet the cost of subsidising the banned students for last term. Mr Pete Ashby, deputy president of the union, said that it was urging an immediate meeting about the plight of self-financing students with the Department of Education and Science, the local education associations and the Committee of Vice Chancellors and Principals.

Germans place priority on post-compulsory expansion

by Patricia Santinelli

The priority of German education policy within the next 10 years is to provide for 1.7 million more young people with the full range of opportunities for post-compulsory education, Professor Reimut Lucassen, Secretary of State in the Federal German Ministry for Education and Science, said in London last week.

"If we do not make every effort to expand post-compulsory education facilities at all levels from apprenticeship and full-time vocational school to university, the employment problems will become that much more painful," he said.

Speaking at a conference in London organized by the Goethe Institute and the Institute of Education of London University, Professor Lucassen said that this task was not made easier by the German Government's principle of offering a full vocational qualification to everyone.

need of skills in the late 1980s when only small age groups entered the labour market.

"To achieve this aim in the next few years, the important thing will be to put off and complete the enormous quantitative extension of the education system by giving more thought to content," he said.

He added that to cope with this task the Federal Government had last year agreed to a joint programme with the Länder Government for the extension of vocational training and the opening up of institutions of higher education.

But the expansion of vocational training and the restructuring and revision of existing plans with its aim of providing everyone with a full acknowledged qualification had its problems. It might lead to an overproduction in some crafts and deficiencies in others.

"However, we are also convinced and here our outlook may be different from other countries, that it is better to make every effort to get a boy or girl into regular training for an acknowledged vocation than to set up a range of short-term training courses for specific jobs just to keep them out of trouble," he pointed out.

Newcastle fails in search for suitable director

by Sue Reid

Newcastle Polytechnic's vacant directorship has been advertised nationally twice but the college has failed to attract a suitable candidate, it was disclosed this week.

Instead, Dr Laing Hardin, the polytechnic's deputy director has been appointed acting director until a permanent appointment is made.

The £14,000 a year post with free accommodation was first advertised shortly after the retirement of Dr G. Bosworth, director since the college's designation in 1969, last July. A polytechnic spokesman confirmed this week that on that occasion an offer of the job was made to any of the candidates.

A second national advertising campaign was launched in February of this year and following another interview session the post was offered to a candidate from Aston University. This academic turned the job down after two weeks' deliberation.

The polytechnic then decided to name its current acting director, a more designed to ensure that the college's development programme would not suffer.

Hungarian colloquium

A study of the Hungarian economy, colloquium next year in the colloquium at the University of Stirling, has been funded by the Social Science Research Council.

The SSRC has awarded a grant to two members of the university's economics department Dr Paul Hare and Dr Roger Radford for an analysis of Hungary's 10 years of economic reform.

Sir Keith denied platform at LSE

Sir Keith Joseph, the Conservative spokesman on industry, was barred from lecturing to a student body at the London School of Economics this week after he refused to sign a statement opposing all forms of immigration control.

The LSE students' union claimed that it had been forced to take the ban in support of its own policy to deny a platform to any speaker supporting the control of immigration. It believes all immigration controls are racist.

The policy could bar Sir Keith from speaking to LSE students from the grounds that they support immigration controls and therefore could be designated racist. The students' union was due to discuss its controversial stand at a meeting yesterday.

NEXT WEEK

Raymond Williams on F. R. Leavis.
The US 10 years after May by David Riesman.
The Vyas case examined by Peter Davill.

Robin McKie interviews Harry Godwin, former professor of botany at Cambridge.
Reviews of new books on languages.

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1968 Ten Years On

David Riesman looks back on the 10 years since 1968 and revises some of his more gloomy prophecies, 8-10

Leader, 27

F. R. Leavis

Raymond Williams assesses the place of F. R. Leavis in English literature and culture, 10

Ethics of genetics

Alan Lehmann discusses a new American book on genetics, law and social policy, 11

Sir Harry Godwin

Robin McKie talks to the botany pioneer who has just written a new book on the ecology of the fens, 7

Modern languages

Tolstoy, Balzac, Ibsen and Goethe are among the subjects of new books on modern languages, 13-15

Into the 1990s

Jim Porter criticises the 'tired elitism' of the Robbins principle, 26

Lawyer's diary

Paul Jackson describes a week in the life of a law professor in 'Don's Diary', 26

North American news	5
Overseas news	6
Books	11-15
Noticeboard	16
Classified index	17
Don's Diary	26
Leaders	27
Letters	27

Silly students and mad dons in undergrad view of Oxbridge

A student's eye view of Oxford and Cambridge is presented in two alternative prospectuses published this week.

Cambridge, prospective students are told, has many conservative and unimaginative courses and some students find the colleges' paternalism stifling. Oxford colleges, says the Oxford prospectus, "are not magnificent communities. Undergraduates are usually ignorant and frequently silly; dons are anything from idiot to Machiavellian".

Both seek to dispel the myth that Oxbridge is the preserve of the brilliant and the public school boy.

The Cambridge prospectus says: "Colleges do want to admit people from state schools, if only so that they can boast about how good the social mix in their college is, as they are. Directors of studies also want to get hold of all the leathies they can. They know from experience that they do consistently well in the Tripos."

Students applying to Oxford should not be put off from applying to a mixed college because they think the competition is too fierce.

DES gives its views on seven closed colleges

by Judith Judd

Officials at the Department of Education and Science have written to seven local authorities urging them to use redundant colleges for education for general educational purposes.

The letter follows a request from the National Association of Teachers in Further and Higher Education and the National Union of Students. Both unions are concerned that college buildings, often on prime sites, should be lost to education.

The seven authorities are Northampton, Durham, Doncaster, Wakefield, the Inner London Education Authority, Haringey and Ealing, and the colleges concerned are Alnwick, Millthorpe St. Lawrence, Dunster, Institute of Higher Education, the Cusworth College, Philipps Fawcett College, the Sidney Webb School of the Polytechnic of Central London, Stockwell and Thomas Huxley College.

Officials will also be writing to other authorities who have already considered possible educational uses for their colleges but have not yet reached any decision.

The letter points out the importance of the continued use of redundant colleges for educational purposes wherever practicable and outlines alternative uses which have been adopted or are being considered in other areas. In the hope that it may prove helpful to the authorities, the suggested uses are the education of 16-19-year-olds, expansion of further or higher education, in-service training of teachers in association with a continuing teacher training institution, establishment of a maintained boarding school and secondary school re-organization.

The letter also says that there may be cases in which consortia arrangements with neighbouring authorities would be the most suitable way of using a redundant college.

Overseas students as educators

A seminar on the role of overseas students as an educative force in the western world is to be staged by the world University Service at Edinburgh University tomorrow.

A spokesman for WUS, which is supporting 700 overseas students who have suffered discrimination in their home countries, said this week: "The National Front message is now spreading throughout the country. The discriminatory regulations governing overseas students are not helping to combat that message but we hope this seminar will help towards a clearer understanding of the benefits of a multi-racial society."

Nigerian students face expulsion over fees

by Sue Reid

A strongly worded memorandum highlighting the plight of hundreds of Nigerian students in Britain without adequate funds was issued this week by the United Kingdom Council for Overseas Student Affairs.

The memorandum claims that many institutions are now owed large fees by the Nigerian state or federal governments and many of the officially sponsored students receive no maintenance and are in severe hardship.

It says that the students in particular hardship are those officially sponsored by the state or federal governments or by government institutions such as the Nigerian Civil Service. A second category comprises those who are privately sponsored and those with officially approved loans from the Nigerian federal government.

The UKCSA memorandum states that in all cases the difficulty has been caused by the transfer of currency between Nigeria and Britain.

"Apart from the severe distress and hardship suffered by the students, and the financial loss to the educational institutions, it is particularly disturbing that the Nigerian Government is apparently failing to honour its commitments under agreed procedures and displaying its disregard for Britain."

It warns that the situation is threatening Nigeria's good name and the education of its students. Many institutions had now reached the stage where they were unwilling to take any students or readmit those whose fees remain unpaid.

A dossier of evidence released by the UKCSA shows that in the month of Polytechnic there were officially sponsored Nigerian students who owed a total of £25,000 in unpaid fees last September. The college threatened not to readmit them unless their fees were paid.

Eight students at St Andrews, 16, 13b and the university has to given them the deadline of September 1978 to pay up before they asked to leave. At Strathclyde the university six other students are in difficulties.

The memorandum has been sent out to 43 organizations and individuals to alert them to the situation and enlist their co-operation in "settling the matter right".

Finniston told of need for realism in engineering degrees

by Robin McKie

Science Correspondent

Industry must cooperate with universities and polytechnics to bring more realism into degree courses, the Engineering Industry Training Board has warned the Finniston committee.

In its submission, the board states that most graduates who qualify through full-time courses receive no practical training in engineering or industrial experience. Cooperation is also necessary to ensure that curriculum is kept up to date with regard to industrial practices, the board's report adds.

To put this right, it suggests that industry provides external lecturers who have practical engineering experience, particularly in design and manufacture.

The EITB's submission is also critical of the curriculum which is too narrow and does not cover the full range of engineering experience. At present, these courses have not been developed in their full potential, nor are they attracting the more able students.

Another board fear concerns the closure of the traditional Higher National Certificate route to qualification as a professional engineer.

This has deprived the industry of a well-established source of supply of professional engineers with a high degree of motivation and sound practical experience.

The board, which represents employers, trade unions, and educational institutions, is being consulted by the Finniston committee on the future of engineering training in Britain, which is expected to be published in the near future.

In some cases the committee has the view that the training is unnecessary or inappropriate for the job he wants done, but in some the curriculum is out of date, after many years in the education system is one of reluctance in undertaking further training, as opposed to a job in industry, the EITB report adds.

"The submission concludes with a warning about the numbers of recruits of adequate quality entering industry and calls for action to be taken, particularly at schools to allow pupils to be better informed about engineering careers."



My morning dawned bright and warm in Oxford to greet the Morris dancers, above, the traditional Magdalen College choir singing and jostling crowds. The rest of the day was another story.

Sussex progressive tradition being eroded, students say

by Judith Judd

Students at Sussex University have written to their vice-chancellor because they are concerned that the university's progressive and democratic traditions are being eroded by the university council.

In an open letter to Sir Denis Wilkins, they say that they fear that two aspects of university life established under his predecessor, Professor Asa Briggs, are threatened.

The first is the understanding that the student body is the legitimate voice of the students on the campus. The second is that the union has a role to play in the running and future planning of the university.

The letter says: "The Community Studies" structure set up by Asa Briggs was a forward-looking idea for the running of universities. Students have always been in touch with these committees but lately that if they convinced those in administration members on the committee then things would be changed.

"However, in the past year the rationale reason for these committees has been negated."

The letter says that agreements about rent increases reached by the accommodation and community services committees have been overruled by the university council.

It adds that at both senate and planning meetings objections were made in students' representatives being mandated by union general meetings.

"Throughout the year we have felt that you do not want students to participate collectively in the decision-making processes of the university."

"The students put two questions to Sir Denis. They ask: 'Do you believe a student's union has a role to play in university life?'

"Do you intend to preserve the steps made by your predecessor towards a more open form of university here at Sussex, and in try to extend Sussex's reputation, democracy and innovation? Or is Sussex to become just another second-rate Oxford college?"

A university spokesman said the vice-chancellor had been away but would be replying to the letter.

TUC discloses Mr Oakes explains why he prefers fifth option

by Sue Reid

A comprehensive policy for continuing education must include policies designed to widen the opportunities for working people to enter higher education, the Trades Union Congress disclosed in a special statement on adult education this week.

The statement, released to coincide with the conference on adult education priorities at the Open University, said the proportion of young people from working class homes going on to higher education was still severely restricted. There was, it alleged, no indication that the proportion from this socio-economic grouping was increasing, despite the expansion in higher education that had taken place during the 1960s.

Just as the TUC believes that opportunities for vocational training must be made more flexible to enable older students to obtain new skills, so too we would advocate the opening of higher education places to more mature entrants, and to students without the traditional entry qualifications to universities."

It calls on universities to be prepared to examine their own entry requirements and admissions policies. In particular, it says, the range, content and form of provision, including part-time courses and fees charged.

The statement says: "It is no secret that the only real advances in opening opportunities for adults in higher education have so far come from the Open University and to a lesser extent from the polytechnics. So far the approaches from the TUC to government, the Committee of Vice-Chancellors and Principals and the directors of polytechnics have not resulted in any significant action to begin to open up higher education to unqualified adult students."

On trades union education the document says it differs from traditional liberal education and in the TUC's view now represents a valid and distinctive variant within the field of adult education. Particular attention had been paid to the learning difficulties faced by adult students and in the TUC's view this was a valid point to be taken into account in all educational opportunities for adults.

Another priority need—a real increase in opportunities for working adults—would only be met by an increase in the right to paid educational leave. It had been shown over the years that the right to paid release was crucial in any real extension of educational opportunity.

Priorities in Continuing Education. A TUC Statement, available from the TUC Congress House, Great Russell Street, W.C.1. Price 20p.

by Maggie Richards

A White Paper on the future of higher education may shortly follow the Government's recently published discussion document, Mr Gordon Oakes, Minister of State for Higher Education, hinted this week.

Mr Oakes was addressing a one day conference on education for adults on Tuesday, jointly organized by the Open University and the Trades Union Congress at the OUP's Milton Keynes campus.

Earlier Mr Brian Groombridge, director of London University's extramural department, had criticized the lack of time allocated for responses to the document, Higher Education into the 1990s. The need for a speedy response would have been more understandable if a green paper was to follow, he said.

In reply Mr Oakes explained that time for discussion had been limited because a lot had been discussed before. "We are looking not so much to the production of a green paper, but to the production of a white paper," he said.

It was essential to avoid the "hotchpotch" which bedevilled when governments had miscalculated, not lacked the courage to take positive remedial action.

Mr Oakes went on to outline his own views about future higher education provision, and his own preference for the discussion document's fifth option, offering a system of continuing education. A combination of demographic, economic and technological forces had served to concentrate the mind of the universities wonderfully, but it was not answer to merely build on the foundations of a system of education that had become outmoded.

"With the technological advance of the modern world universities must pay far more attention not merely to full-time courses, but to courses for a term, a month or even less."

Other factors which were vital to a system of continuing education included paid educational leave and a credit transfer policy—and the Open University deserved congratulations in this sphere for its recent agreement with the Council for National Academic Awards.

Mr Len Murray, general secretary of the TUC, spoke of the need to address the educational balance and allocate far more resources to those with the greatest social and educational needs. "We recognize the very valuable work being carried out in the colleges and polytechnics by the Workers' Educational Association and even in some of the traditional universities, all in their different ways seeking to provide wider opportunities for those people I am talking about," Mr Murray said.

It was necessary to make sufficient provision for young workers and to introduce a system of mandatory grants allowing those who wished to remain at school after 16 to do so. Adults also needed courses of training throughout their working lives to take account of technological changes. Two other groups whose needs had been neglected were women and ethnic minorities.

Overall, the principal concern of the trade union movement had to be to increase the educational opportunities for those who had minimal qualifications or none at all.

Mr Groombridge said he could not recall a time of greater harmony between all those concerned with continuing education. There was also a greater match between the skills available and existing needs, and there was more support from organizations, such as the TUC.

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Caxton's Malory connexion proved

by Patricia Santinelli

Detective work by British Library staff using archival investigation equipment has revealed unexpectedly that William Caxton worked with Thomas Malory's *Morte d'Arthur* manuscript, between 1480 and 1483.

Until recently it was thought that the manuscript, purchased for £150,000 from Winchester College, was totally independent of Caxton's printed version of 1485 because of the differences in the text and the absence of normal printing house markings.

However, following the library's acquisition of the manuscript, Dr Lotte Hellinga, an expert in early printing in the department of printed books, confirmed that previously detected smudges of printer's ink were attributable to Caxton.

Using police infra-red equipment Dr Hellinga was able to identify five distinct letter forms belonging to two separate fonts of type used by the printer, proving that Caxton probably used the manuscript to prepare his own slightly abridged and heavily retouched version.

Further research by Mr Hilton Kellihier of the department of manuscripts has also identified the way the manuscript came to be in Caxton's Westminster office.

Evidence suggests that he was presented with the manuscript by Malory's patron, Anthony Woodville, Earl Rivers, 10 years after the author's death.

New City and Guilds crafts programme

Young craft apprentices are being offered a new simpler route to the City and Guilds Institute which last week announced a complete revision of its pattern of certificates.

The Institute is categorizing all its schemes into three levels: intermediate, craft and advanced craft. Those interested in organizations have to be contacted by the Department of Industry and the Science and Technology Council who have pointed out the European Space Agency as a possible employer for its Space programme.

The most favoured experiments are likely to be those in the fields of material sciences and space technology, life sciences, space technology, atmospheric sciences, earth physics, astronomy and astrophysics. However, there will be opportunities for other projects which could benefit from low budget research during the 16-day mission.

Coordinated proposals from more than one organization will also be considered. This will allow universities and other research groups to cooperate with industrial organizations in line with recent central policies established to encourage the transfer of technology from universities to industry.

The choice of experiments for SpaceLab will be made by the ESA governments. The European Space programme in 1982 and 1983 is expected to consist of four missions.

Experiments sought for Europe's Spacelab missions

by Robin McKie

Science Correspondent

The hunt is on for experiments to be flown on the manned European Spacelab missions in 1982 and 1983. Universities, research bodies and other interested organizations have been contacted by the Department of Industry and the Science and Technology Council who have pointed out the European Space Agency as a possible employer for its Space programme.

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New policy on banning racist speakers adopted at LSE

by Peter David

Students at the London School of Economics agreed last week in a policy of regular checks of future speakers at the school to decide whether they are racist and ought to be banned.

The new policy was decided at a special general meeting called in the wake of the controversial decision to ban Sir Keith Joseph, MP, because of his refusal to sign a statement opposing all immigration controls.

Under the new arrangements banings will have to be decided by a general meeting of the student union and not by the executive committee. Lists of outside speakers will be regularly given to student union meetings, which will then decide whether any individuals ought to be banned.

Mr Trevor Phillips, president-elect of the National Union of Students, failed to persuade the LSE students to restrict their banings to people not belonging to any of the major political parties. A resolution banning proscribed organizations such as the National Front and restricting the "no platform" policy to them was rejected.

A Conservative resolution which would have abandoned the no platform policy altogether was also rejected. Instead the students voted in favour of a motion saying the no platform policy could be applied to members of the major parties if they were deemed racist by the students' union.

But student spokesmen said this week that they would not attempt to disrupt a lecture by Sir Keith when he returns to speak at the LSE at the invitation of Professor Ralf Dahrendorf, the school's director. They said the union had now changed its policy and no longer regarded immigration controls as racist.

Professor Dahrendorf said in his invitation to Sir Keith: "There are few principles, perhaps none, which we of LSE value more highly than freedom to speak, and it is our consistent practice to listen and argue rather than to be intolerant and violent. It is heretofore antithetical to the LSE's ethos to ban speakers on the grounds of their 'insolent and indefensible' actions of some of the students."

Sir Keith's banning has led to extensive and complicated reclamations among student political factions. Mr John Ingram, the LSE's union executive, asked Sir Keith to sign a pledge opposing immigration controls before being allowed to speak, claiming this week that he had been trying to "defuse" the situation.

He said that the difficulties had been engineered by Conservative students who wanted to bring the union into disrepute.

Mr Mike Jackson, chairman of the National Organization of Labour Students, took a similar line.

ACADEMIC DEVELOPMENTS

MBA 'tailor made' for industrial manager needs

by Sue Reid

Bradford University is planning to set up the United Kingdom's first master's degree in business administration with a major specialisation in industrial management. The degree programme, to be launched by the university's management centre in collaboration with the Institution of Works Managers in the autumn, will be a significant advance in emphasizing the vital need for professionalism in industrial management.

It will be a sandwich course made up of three major modules, planned to provide more flexibility than usual. It can be completed over a period of between three and five years and is 'tailor made' to embrace the subjects most relevant to industrial managers.

In the standard course the first module will take a period of 10 weeks running from October to December. The subjects will include economics, management, financial and management accounting, marketing, production and organizational behaviour.

The second module, taking eight weeks from January to March in the second year, will concentrate on society and management, management, production, management and industrial relations.

Ultimately, in the third year, students will take module three over an eight week period. Then the subjects will include strategic management, management accounting, production management and industrial relations.

After each module students will be asked to work in company-

based projects and will maintain full contact with their tutors during this time. In exceptional circumstances two modules may be taken in one year or the course may be extended over five. Students taking the MBA will simultaneously have a first degree and be nominated by their companies and the institution. It is a prerequisite of the course that students should have a minimum of two years in a responsible manufacturing position.

Professor J. C. Higgins, director of the management centre and professor of management science said: "Initially we aim to have 12 students for the first course and then build up to producing 20 or 30 highly qualified people each year."

As there are some 1,200 MBA's emerging from management schools each year our initial target is a modest one, but with a growing acknowledgement of the industrial management function the course should develop significantly into the future."

Mr Christopher Benson, general secretary of the Institution and director of education, commenting on the new course, said: "On the Continent, particularly Germany, there is a high regard for industrial qualifications, and the Institution of Works Managers and the MIT in the United States have an immediate interest."

"Now with the establishment of the industrial management specialisation within the Bradford MBA we are, I believe, making a positive move towards gaining a true recognition of the vital role of the industrial manager in British industry and towards more articulate managers progressing to boards."

OU offers reading diploma on in-service training basis

by Maggie Richards

Open University courses for teachers wanting in-service training are to be offered next year by the Open University as part of its associate student programme. Successful completion of four of the courses leads to the diploma in Reading Development, the first diploma offered by the OU.

The courses are available to teachers of all disciplines, and applications can be made up until October.

The Open University is the largest single provider of in-service education for teachers in Britain. This year 15,000 will be taking courses leading to the diploma.

The four courses which make it up are: reading development, which examines learning to read and reading to learn and sug-

gests ways in which to improve standards for all age groups and at all ability levels; language development, an interdisciplinary study of language and its development; the reading curriculum and the delivery role which applies theory to practice in areas where reading competence can be best developed; and reading and individual development, where theory is applied in practice in monitoring the progress of individual children and helping them to develop all-round competence as readers.

The four courses, along with 40 others in the OU's associate student programme, will be presented from February next year.

More flexibility in maths at Reading

A new system of unit courses has been introduced by Reading University's school of mathematical sciences. The scheme will allow a further flexibility in first year mathematics and computer science subjects at the university.

Talks about the introduction of unit courses at Reading in a wide range of subjects have been going on for some time but the school of mathematical sciences has been the first to actually introduce the scheme.

Reading students within the science faculty, which houses the mathematical sciences school, are not committed to a choice of final degree course until they take the first university examination in three subjects after two terms.

Now all courses in the mathematical sciences school taken after FUE will be arranged in units, each

consisting of about 40 lectures. The degrees, which have all been in existence for some years, will all continue to exist with enhanced flexibility.

Students who select units with care will be able to delay their final degree choice until the end of their third term, or even later.

Students will normally take 17 units altogether. There will be a general requirement that to be eligible for an honours degree they must successfully take sufficient units of advanced prescribed material.

For any particular degree course certain units will be compulsory while others will be selected from short lists. The combination will form the student's profile for a degree.

Each profile will contain a blend

Multi-racial studies degree



The first batch of 27 students has enrolled on Birmingham Polytechnic's bachelors of education degree in multicultural studies.

The degree is the first of its kind to be offered by a polytechnic and validated by the Council for National Academic Awards. Designed principally for serving teachers, it deals with the special problems of teaching West Indian and Asian

children in British schools, and with the education of all children living in a multicultural society.

Included in the first enrolment for the course are a number of local teachers. The students attend the polytechnic two evenings a week for three years before graduating. Mr Maurice Ikin, the course director, is himself a former school head, and author of *Teaching in a Multicultural Society*.

Master of letters in Scottish studies

The University of Stirling is to offer a new post-graduate course in Scottish studies from September this year.

The university says that the course which will lead to a master of letters degree in Scottish studies is unique.

Students will look at the eighteenth century Scottish enlightenment through history, literature and philosophy. They will be able to take the course full-time over one year or part-time over two.

Arrangements will be made for those studying part time to fit in their academic work with their job. The course will begin with a study of "society and enlightenment in Scotland from 1680 to 1830." They will then select two options from "man as a social being: David Hume," "the writer and society in Scotland 1700 to 1830," "the Scottish universities: Medicine and science" and "industry and society in Scotland 1780 to 1840."

Each student will have to produce a dissertation.

New OU offerings in humanities

A dozen single courses of special interest to people interested in the humanities are to be included in the new expanded programme of humanities at the Open University in its associate student programme for 1979.

They include "historical data and the social sciences", a third level course for historians interested in learning social science methods; "the age of revolutions", a second level programme which examines the major themes of European history and culture between 1775 and 1830 and "science and the rise of technology since 1800", which aims to illustrate the importance of science in this period. This is a second level course.

Other courses will examine elements in the art of music, the history of mathematics, the Reformation and twentieth-century poetry. Students are able to apply for next month up until October and the majority of the courses will begin next February.

Adults get chance to prepare for London degree

West London Institute of Higher Education is giving mature students a chance to prepare for a university degree. It is offering a special preparatory course for adult students who do not have the minimum entrance requirements to enter degree programmes.

Under the scheme students taking the preparatory course are put forward to the special entrance committees of the University of London's Institute of Education at if successful are eligible for place on the Institute's degree course.

The one-year preparatory course is split into two parts, the first concentrating on American studies and the second on either English or sociology. Students are required to study two evenings a week.

The Institute, which has been running the course since September, 1976, has chosen the theme "the frontier" for the American studies section this year. Students have attended a series of lectures and seminars on literary, historical, geographical and sociological aspects of the theme.

Each week the special entry committee of the students' essays to handle degree work is supplied by dissertations on topics of their own choice. Examination papers are set in English and sociology with the papers being marked internally and moderated externally.

The Institute says that students are attracted from all walks of life. "We would also like it to be appreciated as an end in itself as well as a means to an end and students are aware that even if they do not qualify for special entry they are glad to have completed a year's study."

Teaching pack on trade unionism

A teaching pack on basic trade union studies has been produced by the Workers' Educational Association.

The pack includes a booklet giving a basic guide to trade unionism, with a complete text translation, and a selection of trade union movement on outline and law relating to dismissal and redundancy, migration figures, a guide to the Race Relations Act, and a case study of immigrants and trade unions.

The materials were originally used to teach groups of Asian workers in the textile industry. The pack was developed as a response to concern expressed by the Trade Union Congress and the individual unions about racist movements.

In three Lancashire towns—Blackburn, Oldham and Rochdale—the WEA organized classes for immigrant workers, and encountered difficulties in explaining basic concepts of trade unionism to which it was this problem of the teaching pack, which was created by a working group on a job creation project.

The pack can be obtained from the WEA office at Temple Street, 9, Upper Berkeley Street, W1, or from the WEA North-Western District office at the College of Adult Education, Cavendish Street, All Saints, Manchester.

Marxist loses Supreme Court battle for job

Marxist scholar H. Bruce Franklin has lost his long battle through the courts against the University of Colorado's refusal to appoint him to a professorship.

Without a hearing, the Supreme Court last September decided in favour of the university. The Board of Regents had not infringed Professor Franklin's constitutional rights in 1974 when it rejected his appointment, which had been approved by the faculty and academic senate.

The court's decision, which was based on the university's right to select its faculty, was a setback for Franklin, a distinguished scholar of American literature, who had been sacked from his professorship at Stanford University, California, in January, 1971 for his anti-Vietnam War activities.

After a series of hearings that caused bitter dissent within the university, a Stanford faculty board decided his speeches had incited students to violence and unlawful acts. He is still fighting in the Colorado courts against his original dismissal.

When he applied two years later for a job at the University of Colorado, the English department there voted overwhelmingly to recommend his appointment and both the Dean of Arts and Sciences and the Chancellor approved the recommendation.

However, after a series of emotionally charged meetings and in an atmosphere said by the sacking of the university president (for reasons connected with Professor Franklin), the Board of Regents voted 84 against appointing him.

Among those who spoke in favour of Professor Franklin at the final regents' meeting was playwright Arnold Wesker, then a visiting professor in Colorado. He com-

pared the case to that of the German Marxist Rudi Durschke who had been refused permission to stay in Britain to study at Cambridge.

Eventually, in the autumn of 1975, Professor Franklin obtained a professorship at Rutgers, the State University of New Jersey. But he maintains that he still wants to join the University of Colorado.

He said the Colorado regents for violating his First Amendment rights to free speech and for violating the university's right to select its faculty of political discrimination. But the university persuaded two courts that they overruled Professor Franklin's appointment because of his inflammatory behaviour at Stanford and not because of his political views.

The Appeal Court ruled that he failed to show that his Stanford speeches were protected under the First Amendment.

Professor Paul Levitt, head of the English department at Colorado, wrote in *Change* magazine that Professor Franklin has been the subject of harassment and massive surveillance by the FBI in a campaign to "neutralize" him.

According to the American Civil Liberties Union the FBI tried to discredit him through false rumours, forgeries, letters, and the use of harassment and massive surveillance by the FBI in a campaign to "neutralize" him.

The American Association of University Professors filed a brief on Professor Franklin's behalf. But AAPP counsel David Rabban said he did not believe the case was important as a precedent for other academic freedom cases because of its unique circumstances.

Top foundation's president resigns in row

from our correspondent

WASHINGTON

Dr Aaron Wildavsky, president of the Russell Sage Foundation after less than a year, following a row with the foundation's board.

Board chairman Dr Debra Ruchberg, a New York lawyer, said "differing perceptions of the content and scope of the foundation's research programme" led to the resignation.

Dr Wildavsky, who is 47, said he had been dismissed but refused to say why. There was a disagreement between him and the chairman of the board, and he is still there and not out, he said.

He is one of America's leading policy analysts and came to the New York-based foundation from the University of California. He set up a \$3m a year grant and research

programme at Russell Sage in the areas of culture, citizenship, institutions and policy analysis.

In an article for the *Times* (April 14) on the future of American foundations, Dr Wildavsky and Russell Sage consultant James Thompson, co-chairman of the foundation's board, said the foundation should become a site for alternative ways of thinking about problems, rather than the handmaidens of existing governmental or corporate enterprises.

"In such a role, the foundations could be building on the more relaxed, unique strength which they do not easily qualify to lose their independence and their freedom from having to meet either political or market criteria."

"The price of such an approach would be a high degree of 'irrelevance' to daily policy-making activity. To us this seems a price

political prejudice is still threatening academic freedom in the United States. Clive Cookson.

North America

Correspondent, reports on

two recent cases involving

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Budget cutback fears if radical is appointed

A classic example of interference by local politicians' concerns Professor Bertell Ollman, a Marxist political scientist currently at New York University, who has been nominated to chair the Department of Government and Politics at the University of Maryland.

He was chosen for the job by a departmental search committee but by about 100 applicants, and the nomination was endorsed by Professor Murray Pataff and Chancellor Robert Chiles. At the time of writing, only university President William Ellis had still to approve the appointment.

However, at least ten of the state university's 13 regents objected publicly to the idea of a Marxist leading Maryland's politics department. One of them was quoted as saying: "We have too many of these kind of people from up in New York down here now."

State and local politicians have also been complaining about Professor Ollman's nomination. The controversy really blew up when Blair Lee, acting Governor of Maryland, said he doubted the wisdom of the appointment and predicted that it could "kick up quite a backlash" from citizens and legislators. Some of the latter said, "I don't know if I know a person after person who had a lot of trouble getting located ten years ago despite the easy academic job market, because of the political climate."

Mr Lee said: "Every time I hear that happened for a while and you think you have seen the last of it, it comes up again."

In a case like this, the university administration is bound to use up a certain amount of "political capital" if it stands up for academic freedom against political interference. And that could weaken it in future dealings with the state—on example when the time comes to lobby for funds from the state budget.

The American Association of University Professors wrote to Governor Lee urging him to stop interfering. "Fundamental to academic freedom, and thus to the unimpaired pursuit of knowledge, is the principle that the appointments of professors should not be influenced

by their political views, but should be based on scholars and teachers' qualifications as scholars and teachers."

Professor Ollman, holder of an Oxford University doctorate, is the author of a successful book: *Alienation: Marxist Economics and Man in Capitalist Society*. His reputation at New York University (at private institution) as both a teacher of political theory and as a scholar is apparently excellent.

He emphasizes that although he is a Marxist in the academic sense, his political views are socialist rather than communist.

Mr Kurland says the Ollman case is a classical example of political intervention in the academic process. "It provides all too short an answer to those who say that these days the only real threat to academic freedom comes from within academe."

He agrees there is generally much less interference with the academic freedom of Marxist scholars now than, say, a decade ago. "I know a person after person who had a lot of trouble getting located ten years ago despite the easy academic job market, because of the political climate."

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As societies have become increasingly secular and democratic, recording and placing of historical events does not occur in terms of dynasties or the reigns of particular queens or kings; we are apt to think in terms of centuries (even though the century is a century of a year that ended in 1914, with the First World War), or in terms of decades for contemporary events.

In the United States, it is common to speak of the decade of the 1960s as one of protest, announced back on with nostalgia by young and not-so-young individuals today. We do this despite the fact that the first acts of civil disobedience were those of segregationists in the 1920s, seeking to prevent integration in Southern public schools and universities; but, to be sure, civil rights activism also began in the 1950s. Moreover, the last years of that decade saw the beginnings of the anti-nuclear movement, focused on limiting the atmospheric testing of nuclear weapons and on limiting nuclear weapons in general; there were demonstrations and marches, much like the Aldermaston Marches in the United Kingdom, then and later.

In the early 1960s, the universities were bases for mobilizing sentiment in favour of civil rights for Negroes, as they were then termed, and the night of the first anti-university protests in the Free Speech Movement at Berkeley in the fall of 1964 was the outgrowth of civil rights activism in the Bay Area of Northern California, in large part initiated by students who had earlier been active in the Deep South. When the then Chancellor of Berkeley resisted the use of university facilities as a base for mobilizing civil rights demonstrations, the protests escalated, and the student body, quite suddenly, discovered that by mobilizing university administration, often inexperienced and blundering, into behaving badly, it would be possible to draw on many sources of student discontent, including a discontent with the quality of the university academic programme itself they themselves did not generally share.

Four years later at Columbia it was also civil rights that were involved. It should be remembered that the protest leaders were primarily white, upper-middle-class, and Jewish; their parents were generally liberal or even radical—as many students showed, the students were not. The protest was not an ideology, just as the non-hardcore college right, young people whose parents were traditional, conservative, and cautious Democrats were turning to George Wallace. Only among the blacks at that time, first in the Negro colleges of the South and later in the North, was there a generational gap between church-going and conservative parents and secularized, increasingly nationalist—and in that paradoxical sense Americanized—youth people.

The Vietnam War did not become an issue on most campuses until 1968, although the first protest occurred at the University of Michigan in 1965, and it was the escalation of the war led to anti-university protests partly as a result for mobilizing, as earlier in the civil rights activism, and partly because it was an easier and also more vulnerable target than terrifying centres or troop trains, and it was a confrontation trying to slow political means to bring an end to the war. The university thus became for activist students and faculty a surrogate for a society they saw as racist, imperialist, and monolithically hypocritical.

In the major universities, protests came to a crescendo in May, 1970, with the invasion of Cambodia, and the killings by National Guard troops at (predominantly white) Kent State University near Cleveland, and (predominantly black) Jackson State University in Mississippi. To many observers in the United States as well as overseas, these eruptions marked the end of the era of protest, especially as cooperation was also ended, and the war at least appeared to be winding down.

However, what had begun in the most selective and best-known colleges and research universities was a mode of collective action which might be termed uncivil disobedience. At its most aggressive, influenced by Herbert Marcuse and others, the leaders self-consciously sought to be brutally offensive in language and manner as a means of, at best, delegitimizing authority, or at any rate, disorienting particular authorities. At its extreme and almost literally cutting edge, this confrontational style was always confined to a minority even at the major centres.

However, like other political and cultural fashions, these ones also became muted and (as students might contend) co-opted, or downwardly mobile socially, so that protests which did not attract the attention of the television cameras or other mass media, including student strikes and boycotts, building occupations, arson (although only rarely, bombings) continued in less prestigious institutions in the early 1970s.

They are examples, currently over such issues as investments in South African corporations held in university endowment portfolios, or the coming onto campus of speakers regarded as complicitous with evil as seen from the Left, as well as more local protests in defense of striking staff—while at the same time students protest the rising tuition needed to pay for the costs often escalated by response to demands made in earlier protests.

But a caution is in order: although it has been common in this country to speak of

1968 Ten Years On

Spoilt American heirs still turn to great cathedrals of learning

student protests, it is hard for me to think of any instance in which faculty were not involved. Faculty taught students the terminology of protest, acted as all-star commentators and sometimes incendiary leaders—and I refer here not only to younger faculty, sometimes themselves former students and leaders of protests in their undergraduate years, but also the older faculty sometimes suddenly converted (in not a few cases by their own children), reflecting also, in part, America's continuing love affair with youth and the lack of authority of those in positions of responsibility as against the charismatic authority assumed by many faculty leaders. The fact was that of many of those would-be avatars of protest, pushed aside as the student movements grew more fragmented and violent.

Division also occurred along racial lines in spite of the effort of upper-middle-class radical whites to become "blacker than them" and to find and then join a black revolution, or at least to join a black revolutionary force in the relative absence of a revolutionary working class. But on the predominantly white campuses, the newly recruited blacks joined instrumental issues to what might be termed symbolic-expressive ones, a matter here threatening some of the blacks, often aided by blacks from neighbouring universities, could become, they said, a financial aid; a black cultural centre; an Afro-American Studies Programme; and black faculty and administrators throughout the institution; on such demands, one could negotiate, but more radical white activists, outraged principally in symbolic episodes, sought specifically for "non-negotiable" demands.

Not only a number of faculty were leaders and supporters of the student protests—and, as already indicated, many of the students are now themselves faculty passing through the academic enterprise in the United States and holding the same opinions if not exhibiting the same behaviour that marked their earlier awakening to various mixtures of political and cultural radicalism—but also a number of college and university presidents positioned themselves on the side of the activist students.

They did so not only to avoid confrontation and possible destruction of buildings and even lives, but also because, in what students failed to see as a clever jujitsu move, these administrators could use students as a bargaining chip, even an enticement, to secure a facility in order to create room and resources for new "relevant" programmes, first in Black Studies, then in Spanish-speaking and American Indian Studies or that catchall term, Third World Studies, and last but not least, indeed, by far the largest category, Women's Studies—the outgrowth of the Women's Liberation Movement to which I shall return as possibly the most lasting legacy of the earlier period of protest.

I have spoken of our as a secular age, but readers in the United Kingdom should bear in mind that the United States remains by far the most religious of all industrialized countries, with the possible exception of Poland or other Eastern Zone countries where Catholicism, as in Northern Ireland also, has become a kind of holding ground for cultural and ethnic nationalism. There is a large number of evangelical colleges and universities in the United States whose importance has grown, as has that of evangelical religion generally, in part as a backlash against the protests, against modernism and cosmopolitanism.

These colleges, all of them private foundations, may be considered half-way houses toward the contemporary industrial and technological world: they often provide excellent education not only in the sciences, but also in the fine arts and humanities, under a severely religious, patrimonial—perhaps the best-known of these institutions outside of the United States is the Brigham Young University which draws Latter Day Saints from all over the world who are at once prepared to take their places at any level of American society, while still being held in the fold of the Church. I should add that virtually all of the more than 300 colleges founded by Catholics belong to this category: most are in any traditional sense residually Catholic; they are laicized in high degree; the

In 1968, in the middle of the counter culture revolution shaking America's universities, the Harvard sociologist David Riesman delivered prophecies of gloom about its effect on the next ten years. Hindsight has forced him to reconsider some of those views, which he discusses in this review of that decade.

women's colleges, such as the elite ones founded by the Methodists in the Sacred Heart in the United States, have also been laicized. Unlike the evangelical colleges, the Catholic colleges do not protect their students from the drug culture or premarital sex, or attitudes of odds with official Catholic doctrine on such issues as abortion or divorce.

The coming to the Presidency of Jimmy Carter, out of a Southern Baptist combination of fiscal liberalism and this-worldly success, is a reminder that the Protestant evangelical churches are the largest religious in the United States, and a reminder also of how hard it is to generalize about the fantastically diversified galaxy of 3,000 accredited, non-profit, post-secondary institutions, and draw their students, their staff, and their ideas. These institutions seek with more or less success to find a market for their graduates within the changing occupational structure, and hence, a base for appeal to increasingly vocationally-minded students.

What marks the first of a decade from the time of what the French term *Les Evénements de Mai, 1968*, to the present, has been the slowing down of population growth and economic expansion. Students continued to believe, however, that there would be plenty of jobs, and that they could spend their undergraduate years participating in what might be thought of as a counter-culture of political activism (often hard-leftist), or in counter-culture (often non-political and self-indulgent). The counter-culture encouraged students and their faculty mentors to hang onto it, they could try various sexual and psychological experiments, and sometimes to "stop-out"—the term for dropping out of university temporarily. They often entered communes in cities or in the countryside and in this way avoided the traditional drive for upward mobility which had previously motivated attendance in university.

Today, in 1978, suddenly students even from upper-class and well-to-do families are most selective universities and private liberal arts colleges are aware that they are members of the baby-boom culture, and are desperately eager to establish a record in their undergraduate studies that will secure them places in the most prestigious post-graduate high, medical, and other professions. With the flattening of the demographic bulge, and the flattening of the demographic bulge, in the face of inflation from which American universities have been suffering, not many students have the courage to pursue doctorates in the arts and sciences, or in the ever-elusive world of the third world.

This has resulted in what I regard as a disastrous brain-drain of talented young people into the law (in an already litigation-prone and lawyer-ridden society) and a growing brain-drain of talented young people into the general practitioner, or are not properly trained for the quite different work of public health or preventive medicine. And while institutions have displaced large corporate and government jobs as unprofitable if not corrupt, they are now beginning to attend graduate schools of management to learn how to become, so to speak, the well-paid civil servants of large business and large non-profit enterprises.

Since, except for a very few special secondary schools, we have nothing like the sixth form in the best grammar and public schools of the United Kingdom, many of our students receive a solid background in classical or general studies. They go through their four years at university pursuing a specialty (taking some elective courses for comic relief) to look good on their record for an over-supplied professional school. The result at the undergraduate level in the leading institutions has been to make life less collegiate, both in the older American sense of that term, which connoted fun, fraternalism, and football, and in the Oxbridge sense of agonistic intellectual discourse.

One element to the end-university protests of the late 1960s and early 1970s was, for the more talented students, the feeling of being

constrained, and crowded by the coherent increasingly savage competitors they brought in. In comparison with students in Tokyo, Rome, they might not seem crowded, as accusations in American affluence and employment for the educated, they felt the need for less competition and less academic pressure, whether to do their own thing, or in some more admirable case, to become part of a cooperative and collective thing.

Faculty readily agreed, since this first them to do their own thing, whether doing research or going fishing; they abdicated any effort to maintain academic excellence or a meaningful and coherent curriculum. The students, whether activists or counter-cultural hedonists or aseptic craftsmen, all felt confident that, though they might not go on to drop-out, the road back to work appropriate in university graduates was which few students in the middle-class age of the 1960s could afford to take. Many of the 1960s cohort, who, weary of the blue-collar life, have returned for further education, except for a numerically small number of either gifted craftsmen and artists or purposefully downwardly mobile students and ex-students, generally conditioned from welfare and unemployment services and benefits on the one hand, and unbridled partial acceptance of the role of welfare state on the other hand.

The doubling of student numbers in college in the 1960s was felt as competitive pressure in the mainly private selective university of universities which expanded role at its universities, thereby increasing selective and instrumental pressure. The overfill went primarily to the already expanding network of four-year state colleges—not the major world-class state universities—and the fastest-growing segment of American post-secondary education, the public two-year community colleges, which even today are under-class and well-to-do families are most selective universities and private liberal arts colleges are aware that they are members of the baby-boom culture, and are desperately eager to establish a record in their undergraduate studies that will secure them places in the most prestigious post-graduate high, medical, and other professions. With the flattening of the demographic bulge, and the flattening of the demographic bulge, in the face of inflation from which American universities have been suffering, not many students have the courage to pursue doctorates in the arts and sciences, or in the ever-elusive world of the third world.

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Counterforce bravely versus establishment heists, Berkeley, May 1969.

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In these same institutions, however, there is another clientele which is serious, even solemn: a clientele analogous to some of the parents of your Open University. These are the older men, and especially the older women, who, after a lifetime of school and capable of being parked in child-care centres, are returning in college to acquire training to enter the labour force at a higher level; that is, to do anything, from teacher to nurse, to aide to trial lawyer (though in particular, and on the labour force in general are in part the result of the extraordinary increase in the number of working mothers, or working wives who are not mothers).

Moreover, among the well-educated, marriage is over more infrequent (even if it is the shy marriage portrayed in Malcolm Bradbury's *The History Man*) and motherhood, whether or not accompanied by marriage, is over more rare. In the decade just past, the proportion of women in college has gone from 35 per cent to 45 per cent, while the relative proportion of men has been falling since among black men. (The latter were once far more likely than black women to graduate from high school, and the formerly all-white colleges of the South were often two-thirds composed of black students, and were to be teachers, social workers, and other white-collar professionals within the segregated black enclave; but now black men see the advantages offered by education especially for minorities, thus forming another source of pressure for the white males who, indicated above, already feel they are pressured and crowded out. These latter may be ideologically that "small is beautiful" old that economic growth and the drain of scarce natural resources should come to a halt, but at the same time expect that they will not come to a halt before they are themselves employed).

The great majority of American colleges and universities, outside of the community colleges which on the whole are flourishing, are facing a future of static or declining enrolment; many of the residential institutions already have half-empty dormitories, in part reflecting the demographic factors. Near total stagnation prevails in both private and public institutions. Frequently, those scholars and faculty members who would like to withdraw from the academic life of the past decade find of requirements in terms of cost or in terms of competence in the public sector or in the private sector. As the present time, there are probably more than 50 heavily over-enrolled universities and colleges, under-enrolled colleges

among which such names as Amherst, Bryn Mawr, Williams, Oberlin, and perhaps a few others would be known to most of your readers which have maintained high selectivity and are in many cases tightening up on grading and working toward various forms of revised requirements, including work in the often-neglected area of mathematics and the natural sciences, and in foreign languages as well as in English composition.

It is in these institutions, especially, and in enclaves of seriousness within major state universities, that students today are desperately working, as indicated above, for post-graduate professional training. This behaviour has changed, which has led many to suppose that their attitudes have grown more conservative. But the evidence we have from large-scale surveys and from limited more intensive studies is that this is not the case. These students are in less cynical than their predecessors were in the late 1960s; they may in fact be more so.

Even the selective institutions just mentioned are almost all hard-pressed financially, and within them, students have considerable market power by shifting, in a way not possible in the United Kingdom, from one course of study to another, and one faculty member to another, thus able to decide the fate of individuals and of whole departments through voting with their feet.

Students, however, are unevenly aware of their market power. Correspondingly, while the euphoria of the late 1960s inflated the feeling of power of what was misleadingly seen as a single "student movement", so today many are gripped by an equally exaggerated feeling of total powerlessness. As in the United Kingdom, so in the country, our attitudes have become post-industrial while we are still an industrial society, dependent on an international economy both for imports and exports, and increasingly unable to compete effectively.

In this situation, students and their faculty of like mind believe there must be villains, corporate or government, causing unemployment, inflation and all our other troubles; they attack not nuclear weapons, and those who sponsor them, but nuclear power plants which are easier targets.

Indeed, many who are planning on going to law school retain a covert idealism and hope to become public-interest lawyers—Ralph Nader, the aseptic crusader, is their hero, and if they enter large law firms, as many eventually do, they want to be sure that they will have the opportunity to serve the deprived at least part-time, the deprived being defined in categorical terms, whether as migrant workers, or inner-city blacks, or the American Indians, or if they are women lawyers, the numerical majority but psychologically and politically weaker "minority" of women. And these are the students who, in a phrase sometimes used, are prepared to take "the long march through the institutions" to bring about reforms in most some of the earlier political goals: utilitarian, paternalistic, redistributionist, and somewhat socialist in spirit.

The march to stop things is not a very long one. Through the courts, through federal and state agencies such as those concerned with environmental protection and those concerned with preventing racial and sexual discrimination, it is easy to stop things;

It is often very difficult to start them. And if these official mechanisms fail, there is always the literal march—leading to the streets as farmers in our country have now learned to do, and coal miners in almost all countries long ago learned to do, but also factory workers, school children, and the spirit of the march is to keep with it, not a unionized staff in most British universities.

The street demonstrations bring back, although in relatively small doses, what was a powerful though neglected element in the large anti-university/anti-war demonstrations of the 1960s. The street march, the parade, the can-canistic symbolism by the use of radical rock and movie stars in leading demonstrations. (On the residual Old Left, this esprit de corps indicated a certain lack of seriousness—an attitude also exhibited by the short-haired "Weathermen" of the New Left who often ended up going underground.) There is one night where, in all this idealism, is there a concern with the arms race, especially the danger of confrontation with the Soviet Union, which could perhaps be turned off in the Middle East or Africa?

To someone like the writer, who has been concerned with this question of the survival of our planet ever since Hiroshima, the answer is a sad one: almost no one is concerned. Students came even to our major selective institutions from secondary schools which, in the general relaxation of requirements, dropped requirements of history and foreign languages, which would no longer be required for university entrance; the students live on a plane of flat contemporary, not only not aware of recent history, but of any history.

Even the New Left of the 1960s assumed that everyone in the admired countries of what they termed the Third World would be concerned with this question of the survival of our planet ever since Hiroshima. The result is that students seem unlikely to become more again concerned—of course it was always a minority—with the dangers of the nuclear arms race. Their idealism focuses on the present, on the immediate, on the unaware of and hence do not oppose American protectionism, and much of the talk of the comrades of diverse countries termed the Third World is limited to a domestic audience: a minority of concerned blacks, Spanish-speaking Americans, and their English-speaking, white sympathizers and supporters.

But there are some notable exceptions to this, namely, among those American ethnic groups whose ties to a national or imagined homeland makes them hypersensitive on issues of foreign policy. I do not think one can understand the degree to which the Cold War, which has been the dominant theme of the third generation of students, should add that China is no longer an object of great admiration among the remaining university left since it came to terms with former President Nixon and thus compromised its supposed purity.

The mention of Nixon leads me to make clear that the attitudes of distrust of authority, of what often turns into a refusal to commit oneself to any cause or person, is not simply a legacy of the Vietnam War which posed terrible moral choices for young men faced with the draft, nor of the revolutions of Watergate and these continuing scandals, which have kept the student alive since then. The attitudes of distrust of authority have been endemic in American society since at least President Jackson's time, when most of the population paid little attention to politics and—something Walter Bagehot would have approved—left politics to a small educated minority who would occasionally remind of his slumbering power.

Today, university students are able to give names to their distrust, often drawn from the canopies of Marxism, now to be found even in non-theological colleges and universities in departments of sociology, political science, or even economics or philosophy. For many, these serve to simplify the world: if everything that happens is the result of a conspiracy of the powerful, one is never disappointed—it is more satisfying to believe in villainy than in middle.

Not only is there a large proportion of Jews among the student newspaper editors, broadcasters, faculty at major American universities, but recent graduates also who in many cases had been anti-Vietnam War activists, have become, as a result of their commitment to Israel, newly engaged in what might be termed the Jewish political attitude. The Jewish Union, often reluctantly feeling compelled to support the most intransigent groups in Israel, and to attack the Soviet Union as an oppressor of Jews (that it also oppresses other subject nationalities is seldom mentioned), and as a supporter of Israel's enemies.

Recent opinion in the United States vis-à-vis Israel policy has been until quite recently, as the result of anxieties about Prime Minister Begin's unrelenting irredentism, far more moderate than in Europe or in Israel itself. These newly ultra-Zionist Jews are seldom religious (although a few have become so), but are more or less secular, or secularist, or nationalist in the United Kingdom. There is a very small group of Jewish students and faculty, among whom Noam Chomsky is perhaps the most distinguished, who support the Palestinian cause and shade over into those who have a deep concern for the fate of these Palestinian refugees who are displaced and subject, as in Lebanon, to degrading Israeli attacks.

These latter groups are cut off both from the great bulk of American Jews who are more or less Zionist and from the foreign policy influencers who their mass popular following who never cease believing that the Soviet Union is unrelentingly aggressive ("they only understand strength") and is just waiting to roll its heavy artillery and tanks into Western Europe—an unorganized coalition large enough and sufficiently well placed strategically to make a new SALT agreement seem likely.

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part the IRA in Northern Ireland, and those Greek-Americans who have sponsored anti-Turkish measures in the American Congress. These instances should not be taken as indices of any sort of internationalism; the interest is not in a non-American country as it really is, but in the idea of a "homeland" hardly less imaginary even for those who have paid visits there.

Paradoxically, although much of the power of the protests of the past decade grew out of anti-Vietnam War attitudes, one result of the protests has been a decline in internationalist attitudes among students. For example, the Peace Corps which even now attracts a few idealists is generally regarded by the anti-American Americans as inevitably a tool of contamination of authentic indigenous cultures, if not of actual imperialism of a more directly exploitative sort. There is little support for the Oxfam Friends Service Committee (fiercely attacked by the Jewish Defence League and other less vehement pro-Zionist groups).

Xenophobic protectionism has always been strong in our labour unions and in the leadership of the AFL-CIO (stronger than in our allegedly generous population), whether this involves during the Japanese by keeping out ships, the steel and cases against the Scandinavian goods that they or the Scandinavians or the West Germans make more efficiently and cheaply than Americans do, not to speak of Italian shoes or textiles or British ceramics, or to say that President Carter's human rights campaign, perhaps unintentionally, has introduced into this xenophobia and has in my judgment endangered the prospects for further arms limitation agreements with the Soviet Union.

Thus, the residual idealism which lacks heretofore rampant cynicism, is like other idealisms, selective. Often, it seeks to protect the natural environment, the environment of the unemployed and underemployed. Often it attacks human rights violations at home and abroad, carefully avoiding those violations which occur in sub-Saharan Africa, north of Rhodesia (now Zimbabwe), or the persecution of the third generation of Chinese "democratic" Communist China—although I should add that China is no longer an object of great admiration among the remaining university left since it came to terms with former President Nixon and thus compromised its supposed purity.

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continued on next page

men and his work as poet, literary theorist and critic. A new perspective is given to a presentation of the leading literary figures to which he considered his most important work.

BOOKS

Poetic diamonds

Osip Mandelstam: poems chosen and translated by James Greeno
Elek, £4.95
ISBN 0 236 40105 X

The initial impression made by this book was excellent. The poems were accessible and fluent; the musty smell of the dictionary was mercifully absent. It seemed Mr. Greeno had found the key to a most difficult problem: he does not blindly imitate the words, rhythm, and rhyme of the original, trying to build a Russian construction with English materials. Instead, he attempts to find proper English equivalents for the whole complex structure of the original, and the verse takes on independent life in foreign soil. But is it Mandelstam's poetry? Yes and no.

Mandelstam is not a narrative poet and the link between the stanzas may often seem tenuous as regards meaning. The translator therefore allows himself to omit lines or even whole verses. Mandelstam's poetry, however, is very deceptive: the stanzas are inseparably linked by recurrent imagery, where each image is developed and extended in succeeding stanzas, either directly or by allusion, thus deepening and expanding the meaning of the poem. Everything becomes so closely interwoven that it forms an indivisible unity. One poem, or several poems comprising a cycle, are really one single stanza, a kind of crystal. To break it is like cutting a large diamond: the separate pieces still shine but say little about the poetry of the whole stone.

Mandelstam's poetry is built on contrasts, oxymorons, ambivalent

outlines, and achieves an often incredible tension. In these translations, tension and ambiguity somehow disappear in favour of mellifluous effects. Instead of translations we are often given simple interpretations, even explanations; instead of a body of work provoking reflection, even puzzlement, we get accessible euphonious text, lacking both complexity and surprise. Mandelstam writes "I yield to the plagues of these plagues", to which Greeno adds "which level everything".

Occasionally interpretations are amusingly wrong: "And three times to men (Achilles) in their dreams came a seductive image" (that is, Helen), is translated as the untranslatable "the three times in their dreams kissed their own wives' lips" (119). In 235, Mandelstam declares his readiness to suffer, even to abet his own execution if his poetry is preserved: "I will find in the woods an axe, fit for the execution" (under Peter, during mass executions, ordinary people were forced to act as executioners). This horrific line, crammed with allusions to past and present, is interpreted as "Peter the Great was fond of executions".

Greeno translates very well the poems that are meditative and reasonably straightforward, including much of the earlier poetry. When the originals are more complex and ambiguous, he compresses at will, and it is here that his most faulty interpretations occur. Despite his disarming modesty, his preliminary statement that compression is dictated by a desire to produce a poem which works in English, the distance of precisely these poems from Mandelstam's spirit and sense seems to betray a fundamentally frivolous attitude to poetry.

Diana Myers

The master builder

Ibsen—a Discontented View: a study of the last twelve plays by Ronald Gray
Cambridge University Press, £7.50
ISBN 0 521 21702 4

There have been critics—Kierkegaard, Wiersma—whose dissent has been voiced with such wit and scholarship that it enhances one's understanding of the writer under consideration, but Dr Gray's view of Ibsen alienates with its rhetorical insistence and finally repels by the force of its obsessive hatred. His conclusion zealously denies Ibsen any excellence: the plays are vitiated by the dramatist's "neurotic wavering between a Faust-like impulse for self-assertion and a need for atonement; oversimplified dialectical structures ensue, inviting rigidly mechanical characterization; shortcomings in motivation are disguised by a recourse to melodrama or to symbolism that is artificial, solipsistic, and confused.

Analysis which depends, or here, on piecing together can easily distort. Ibsen's play, to Eugene O'Neill's galling of *Masters of Deceit*, "central" plot of *Ghosts*, even though played out peripherally? And is the play's theme really "the advisability of an incestuous marriage at a particular time and place"? But given such premises, it hardly surprises that Mrs. Alving is dismissed as a mere "butt for Ibsen's sarcasm". What amuses is the elaborate ingenuity with which Gray unites the obvious. Why is it "implausible" that Lona should be "fatalistic" about Bernt's telling the truth to women for posterity, or that her fervour should blind her to the fact that his public announcement is a cleverly calculated half-truth? Ibsen's Bernt is a subtle opportunist, politician, not Gray's; but then Gray's whole conception of character is schematic. He cannot accept that Ibsen's excessive idealism can make him at once justifiably critical of society yet paradoxical, comic yet dangerous; that despair could render Mrs. Alving to do what she would not do in the real world; that Ibsen's idealism should limit his idealization of Lona; that Ibsen's idealism, a society she despises and so ennobles it. That Ibsen's characters encompass grandeur and absurdity shocks Gray; it denotes flawed craftsmanship.

The publishers claim the book will be of value to students of theatre but Gray seems to have no respect for theatre as an art form. He alludes to Ibsen's pervasive influence on the development of the theatre since 1850 yet in savagely Ibsen's reputation he never considers why and how he is a continuing inspiration. Can such a fertilizing force really be pernicious? To admit this tradition might necessitate a reworking of the whole thesis. The late plays on Gray's showing have no claim to the description "poetic" often accorded them. But his criteria are entirely verbal: he takes no account of how language in performance is invested with density of allusion, by other complementing elements of theatre. Much depends here on the tact, skill and sensitivity of director and actor, but Ibsen works carefully to give them the means and foster the context in which they can transform a text into theatre-poetry. However Gray places little weight on the critical value of a performance: he refers to only two minor details of Peggy Ashcroft and Maggie Smith's acting as Hecuba. His very instance of Ibsen's botched characterization fails to convince once one recalls the plays in production during the last two decades and the completeness of interpretation found for major and minor roles. Why does Gray never test his theories beside discussion of the rationale underlying a notable interpretation? Perhaps that would expose the limitations of his dissent.

Richard Allen Cave

A beginner's guide

Racine by P. J. Yarwood
Blackwell, £7.50
ISBN 0 631 17950 X

For too many generations studies of Racine have appeared since he unfortunately became the test-piece for all the new historical and experimental approaches to French literature in the last 15 years. The author of this new book "there is still room for a modest little book which will give the information needed to understand and appreciate the plays (an ambition forgotten by many of late), in small compass and without striding after novelty.

This it will do. For the most part it follows the conventional pattern of life and works, backed up with a good chronological table and a well-chosen bibliography. The life, very succinct but quite adequate, links the plays, introduced one by one with an account of the sources and the changes made in the story. Balanced and moderate critical appreciations show Professor Yarwood to be fully informed and up to date, except that he deliberately—and rightly, for his purpose—excludes *In Nouvelle Critique*. Otherwise he is impartial to a point that sometimes fringes platitude: thus Phèdre is "a woman with an obsession"; "the balance of her whole life is disturbed". A sensible chapter on tragedy avoids speculation. The only original remarks I noticed concern some specific details of Racine to Corneille.

The book is aimed at beginners, who may even need the help of translations, for all French quotations are translated in an appendix. This is a useful but not essential device; but if it is justified one feels sorry for the writer, called upon to describe heuristics which his reader

cannot see for himself. In that case, would not fuller synopses of plays be needed too?

I am a little surprised that Yarwood did not take more advantage of the Playwrights series, which is a series towards the study of drama as an academic subject. True, he was with a packed chapter on some 17th-century French theatre, the conventions, the language, style and themes in favour of the time of Racine's first appearance, and the end by two chapters summarizing Racine's own achievement, with much the same categories (style, themes, and anxiety) as he used in the earlier chapters. But he could surely have made some use of the series, which is a series in London, and with the English version of classicalism. And he has perhaps made some reference to that other, very strong, tendency which culminated in Racine's career, in the establishment of French opera. It is this that gives his full sense to the audience, as it does the poet inherited and continued, as also to the (quite limited) liberties he took in the sacred text, which written much later for private performance—the chorus that was added to it did not Racine, the so-called Western man Faustian man, drawn back at the end of the act, whereas the suppression in that play of act-intervals goes back to Greek usage.

I should have liked to see Yarwood give fuller scope to his own eye and reason, or at least to his carefully marshalled notes to make room for a little more and excitement. But his main will do good service to students of all ages, particularly if they are sorry to have in mind to the stage, and are not sure of the exact candidate with one or two books in mind.

R. C. Knight

The Secondary Teacher's Day

S. Wilson and C. R. Strong

A report for teachers, teachers' education, educational planning and all concerned with the role played by the teacher in the education of young people in secondary schools. It sets out a perspective of what teachers do throughout the year, in the classroom or in vocational activities in and out of school. It details teacher involvement in examinations, meetings, visits, and the whole range of activities which go to make up the teacher's responsibility. Price: £7.50

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Penelope B. Weston

This book, which arises from a research study of the 13-14 curriculum, discusses the importance of school's internal organization and structure in shaping the secondary school curriculum and translating general educational aims into school practices. This is the second of the Monographs in Curriculum Studies edited by Professor Philip H. Taylor. Price: £5.50

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David Newbold

This study, sponsored by the D.E.S., examines social and academic consequences of homogeneous and heterogeneous ability-grouping arrangements in the early years of secondary education, drawing on data from Banbury School where the basic federal organization of separate Halls working in a common curriculum has permitted a unique controlled investigation with both lateral and longitudinal potential. Price: £4.50

Bibliography of Educational Administration in the United Kingdom

D. A. Howell

This methodical and comprehensive bibliography of the various aspects of educational administration in the UK meets a need which is not catered for elsewhere. It is a document which students on appropriate courses of study will find most helpful. Price: £6.00

NFER Publishing Company Ltd.,
Darville House,
2 Oxford Road East,
Windsor, Berks. SL4 1DF.

BOOKS

In pursuit of Faustian man

Goethe's Faust: Part One, A translation by Randall Jarrell
Faber, £8.25
ISBN 0 374 16476 2

Goethe's *Faust* is the most gigantic attempt to give artistic expression to the intellectual and sensuous of our age. Goethe was no blind optimist who, according to Kierkegaard, transformed human existence into a mirage of loveliness. On the contrary, he was intensely aware of the force of Angst. In Part One of *Faust* four women—Mephistopheles, Gretchen, Helen, and the Sorcerer—stand as witnesses to the tragedy. Only Gretchen is a real person in *Faust*.

Randall Jarrell's translation, which is followed by a moving foreword by Mary von Schrader Jarrell, reveals a sensitive response to Goethe's artistic vision. In his disarming honesty, Jarrell, who died in 1965 before completing his translation, asks: "Why translate *Faust*? Isn't a translation of it almost impossible? *Faust* is unique. In one sense, there is nothing like it; in another sense, everything that has gone before it is like it. Spenser, called Western man Faustian man, and he was right." Goethe's hostility towards the order of nature which includes violent destruction; but he-not death—was his deepest concern. The concept of nature and the cycle of life but found a reality in Jarrell's interpretation. By his power of empathy he succeeds in transmitting the sense and, in a considerable extent, the very spirit of *Faust*.

There are several startling moments in *Faust* which challenge the reader. Many come from the lines of Mephistopheles, who in Jarrell's version, calls himself "a part of the power that always wills what's evil, that always does what's good." The objective "good" is also used in a key position in the "Prologue in Heaven": "Kin, kin."

Meusch in seinem thücker Druge in good man, struggling in his darkness. But "good" in this passage essentially means none. Jarrell successfully renders the "Erleuchtung" about nature's weaving activity but also the rhythms are sacrificed. The rhythms are also lost in the otherwise fine rendering of the scene, "Outside the city gate" which is one of the most beautiful symbolic landscapes in all creative German literature:

"Alas, that no wing lifts me from the earth
That I might strive on after him
I see, in the eternal evening,
The world silent at my feet:
Each peak on fire, each valley
dreaming,
And brooks of silver feeling
golden streams."

In the scene in *Auerbach's cellar* Mr Jarrell tries to catch the natural idiom of the thinkers, yet occasionally (obviously for the sake of rhyming) the savagery of the original text is toned down: "This ist kausibisch wold als wie fünf-hundert Silber" is rendered as: "Oh, things are getting good all over, we're all as happy as pigs in clover!" Jarrell wisely keeps clear of any awkward rhyming which could lead to stiffness of language. But he does not altogether overcome the problems. In the "Prologue in Heaven" he starts most promisingly:

The sun slips out, as of old,
Against the spheres' unchanging
sound,
Yet once more, with glimmerous
fantasies
He works out his
predetermined
round.

Here Jarrell slips up badly in rhythm and metre, but one must not cavil, as the sum of it all is much better than in some other renderings of this poetic passage. Moreover, who can ever rival Shelley's famous translation:

The sun makes music as of old
amid the rival spheres of Heaven?

August Closs

Synthesizing genius

Paul Valéry
Charles G. Whitting
Adonis Press, £6.75 and £1.00
ISBN 0 485 14609 6 and 12209 X

It is a daunting task to encompass within a short book the work of a man who by all accounts possessed one of the most intense intellects of the age. Scholars are still discussing Valéry's early-maturing mind, stretching over a period of 51 years and which manifest the most fascinating manifestation of his unending efforts to discover the nature and potential of human thought. His writings and his limited Professor Whitting rightly underlines their importance for a full understanding of Valéry, and his notes will be much appreciated by the first-time reader who treats them as a map to help him find his way towards the distinctive features of Valéry's reflections.

On the other hand, the analysis of the poetry may prove disappointing for being too narrowly exegetical and weakened by a tendency towards imprecise, unconvincing comments on the sound patterns: for instance, "I" sounds are sometimes "plative" (page 21), sometimes "neute" (page 28) and sometimes "piercing" (page 30); in *Les Grenades*, "hard sounds predominate because this is a poem about intellectual force" (page 40). By contrast, the chapter on the prose works is almost totally successful in its presentation of their diversity. We move from the "novellistic" *La Soirée avec Monsieur Teste* (1894) and the more or less discursive essays, *Introduction à la méthode de Léonard de Vinci* (1894) and *Note et Digression* (1919), through the lyrical or comic dialogues, *Expositio* (1921), *L'Amant de la Dame* (1921), *Le Dilemme* (1932), to the plays of *Mon Faust* (1940-44).

At the same time we follow the kaleidoscopic variations on the Valéryan themes of creativity and the complex functioning of the human mind. Given the unusual complexity of the subject matter, Professor Whitting has provided a useful introduction which emphasizes the inadequacy of an atomistic approach to Valéry.

D. M. Jamieson

New Objectives in Modern Language Teaching

Defined Syllabuses and Tests in French and German

Oxfordshire Modern Languages Advisory Committee

It is widely agreed that one of the main problems facing modern language teachers is the apparent irrelevance of the work given to those who seem destined to be the "foreign language drop-outs" at 13+ or 14+. In an attempt to give purpose and direction to the pupils following short courses, working parties of Oxfordshire teachers have produced defined syllabuses for French (Levels 1 and 2) and German (Level 1). This booklet is intended as a practical contribution to the many discussions taking place on modern language objectives from which it is hoped a new approach may emerge.

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On 25 May we are publishing HARRAP'S CONCISE FRENCH AND ENGLISH DICTIONARY (New Edition). This new edition containing 60,000 headwords has been entirely revised and reset. Entries have been carefully classified, only modern and familiar examples selected, and the layout modified to give maximum clarity. The *Concise* is ideal for the student at school, college or university, the traveller abroad, and the home or office bookshelf. £4.95 net

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HARRAP'S BOOKS

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Donald R. Larson

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HARVARD UNIVERSITY PRESS

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Universities continued

St. Patrick's College,
Maynooth

Recognised College of the
National University of Ireland

LECTURESHIPS

Applications are invited for the following posts:

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IN GEOGRAPHY
- LECTURER/JUNIOR LECTURER
IN NUAGHAELGE
- LECTURER/JUNIOR LECTURER
IN MODERN HISTORY
- SENIOR LECTURER/LECTURER
IN COMMUNITY WORK

Prior to application further details may be obtained from the Secretary, Academic Council, St. Patrick's College, Maynooth.

Applications together with curriculum vitae and the names of three referees should be sent to the Secretary, Academic Council, not later than 15th May, 1978.

PRESENT SALARY SCALES:

- Senior Lecturer: £7,138-£8,689 (6 increments)
- Lecturer: £5,887-£6,769 (5 increments)
- Junior Lecturer: £4,493-£5,237 (4 increments)

UNIVERSITY OF GUYANA
Vacancies

Applications are invited for the following positions:

- 1. DEPARTMENT OF ELECTRICAL ENGINEERING

Lecturers (3 positions)

Applicants should have a higher degree in Electrical Engineering plus relevant experience. Specialization in any area of electrical communication, power and machines, would be preferred.

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Lecturer

Applicants should have a least a Master's degree. The appointee will be required to teach Political Inquiry, and one of the following: Asian Politics, Socialism in the Third World, History of Political Thought.

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Lecturer—UA3: GUY\$9,000.00—\$14,750.00. Point of entry on the scale will be determined by qualifications and experience.

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University of Wales
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University of Wales

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UNIVERSITY OF GUYANA

VACANCIES

DEPARTMENT OF MANAGEMENT STUDIES

Applications are invited from suitably qualified persons for the following positions:

- 1. LECTURER IN MARKETING
- 2. LECTURER IN PRINCIPLES OF MANAGEMENT

The successful applicant will, in addition, be expected to teach in one of the following areas: Behavioural Science and Marketing.

Applicants should have at least a second degree (Master's level). A Ph.D. degree would be an advantage.

Applicants should send their curriculum vitae, a list of references, and a recent photograph to the Personnel Section, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

PERSONNEL SECTION, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

UNIVERSITE LIBRE DE BRUXELLES
INSTITUT DE PHONETIQUE
SERVICE DE LINGUISTIQUE APPLIQUEE

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English Department

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Applicants should send their curriculum vitae, a list of references, and a recent photograph to the Personnel Section, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

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Coliste na hollscoile Coraigh

UNIVERSITY COLLEGE CORK

Department of Dairy and Food Engineering

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The Governing Body invites applications for a full-time post as Assistant Lecturer/College Lecturer in the Department of Dairy and Food Engineering. The appointment will be made at one of the levels mentioned according to the qualifications and experience of the successful candidate.

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Applicants should send their curriculum vitae, a list of references, and a recent photograph to the Personnel Section, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

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Universities continued

UNIVERSITY OF THE WEST INDIES

JAMAICA

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UNIVERSITY COLLEGE BOTSWANA

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The post requires a physical geographer with competence in the teaching of quantitative techniques and in the interpretation of air photos and remote sensing techniques. The appointee will be required to teach in one of the following areas: Physical Geography and Remote Sensing.

Applicants should send their curriculum vitae, a list of references, and a recent photograph to the Personnel Section, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

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UNIVERSITY COLLEGE OF BOTSWANA

Applications are invited for the following posts:

- LECTURER IN PHYSICAL CHEMISTRY

Applicants should have a higher degree in Physical Chemistry and extensive experience in the teaching of Physical Chemistry to intermediate and advanced students of Social and Economic Sciences.

Applicants should send their curriculum vitae, a list of references, and a recent photograph to the Personnel Section, University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

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Polytechnics continued

Applications are invited for the following posts:

FACULTY OF HUMANITIES

School of Education and Humanities

Lecturer II in Related Studies

To work on courses concerned with exploring the relationships between science, technology, industry and society.

Salary: £5,400 p.a.

Lecturer II in Communications

To work on the development of National Studies courses in communication and study skills with students on science and engineering courses.

Salary: £5,400 p.a.

Lecturer II for Mathematics in Education and Curriculum Studies

To work mainly on initial and in-service teacher training courses on the education of children with learning difficulties, with particular reference to Mathematics.

Salary: £5,400 p.a.

Lecturer II

To take academic responsibility for helping students to plan their own programmes of study in Science and English level and to participate in the School's programme of group projects, skills workshops and seminars.

Salary: £5,400 p.a.

School for Independent Study

Lecturer II

To take academic responsibility for helping students to plan their own programmes of study in Science and English level and to participate in the School's programme of group projects, skills workshops and seminars.

Salary: £5,400 p.a.

FACULTY OF BUSINESS—

Barking Precinct

Department of Law

Lecturer II in Law

An additional member of staff is required to assist in the teaching and development of the Barking Precinct Law degree and other courses in the Polytechnic.

Salary: £5,400 p.a.

School of Business—

Lecturer II—£3,279-£5,493 per annum

(Plus appropriate Government Supplement of up to a maximum of £482 and applicable London Allowance.)

Further details and application form from: The Senior Academic Personnel Officer (2) North East London Polytechnic, Forest Road, London E17 4JH. Telephone: 01-857 2272, Extension 20.

Closing date: 15th May, 1978.

NELP North East London Polytechnic

ULSTER COLLEGE

THE NORTHERN IRELAND POLYTECHNIC

Faculty of Technology

LECTURER II Measurement and Economics

LECTURER II Structures

LECTURER II Building Science

Applications are invited from graduates with appropriate professional experience to teach on B.N.C. and B.N.C. courses and also assist in the preparation of a Higher TEC Certificate Diploma in Building Studies and a CAA degree course in Building.

Faculty of Business Administration

LECTURER I or LECTURER II in Catering Administration

Because of further developments in the School of Hotel, Catering and Institutional Management including the introduction of proposed Degrees in Catering Administration, a vacancy exists for a graduate to teach the theory and practice of catering administration with particular reference to the operation of catering systems. A postgraduate qualification, research or industrial experience would be an advantage.

Salary Scale: Lecturer II £3,744-£5,985 (under review). Lecturer I £3,912-£6,804 (under review).

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,000. It has extensive new purpose-built accommodation, including 750 residential places on the 14-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a shrine of assistance with removal.

Further particulars and application forms which may be requested by letter to any of the following: Mr. J. J. McKeown, The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Stormont Road, Newtownabbey, Co. Antrim BT17 0JH.

City of Birmingham Polytechnic

Applications are invited for the post of:

HEAD OF DEPARTMENT OF FINE ART

Salary scale: Head of Department (Grade V), £7,807 to £8,600 including 1976 and 1977 supplements.

Further details and application forms (to be completed by May 19, 1978) from The Personnel Officer, City of Birmingham Polytechnic (THEO), F. Block, Porey Barr, Birmingham B42 2SL.

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City of Birmingham Polytechnic

THE POLYTECHNIC OF WALES

Applications are invited for the post of:

LECTURER II/ SENIOR LECTURER in English

The person appointed will be responsible for the teaching of English and American literature of the nineteenth and twentieth centuries and will be expected to offer a special subject option related to this period on a B.A. Honours course and make a contribution to the development of the Department's research.

Applications should be sent to: The Personnel Officer, The Polytechnic of Wales, P.O. Box 100, Cardiff CF1 1YH. Closing date: 15th May 1978.

PLYMOUTH POLYTECHNIC

Wollara Centre

STUDENT COUNSELLOR

Salary: £3,744-£5,985 inclusive (Lecturer II Scale)

To work in a team counselling students in academic, vocational and personal matters.

Counsellor or vocational guidance training and experience plus a knowledge of industry or education, are relevant.

Application forms, to be returned by 19th May 1978, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Dinko Circus, Plymouth PL4 8AA.

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